SCHOOL DISTRICT NO. 43
(COQUITLAM)

Aboriginal Education Enhancement Agreement

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Aboriginal Education Enhancement Agreement

TABLE OF CONTENTS

Voices of our Community

I. Preamble

II. Introduction

III. Purpose

IV. Guiding Principles

V. Performance Goals and Indicators

GOAL 1
Increase knowledge and respect for
Aboriginal culture and history for all students

GOAL 2
Increase the number of Aboriginal students
reporting feelings of safety and a sense of belonging

GOAL 3
Improve Aboriginal students' achievement

GOAL 4
Improve Aboriginal students' Grade-to-Grade Transition
Rate and Six-Year Dogwood Completion Rate

VI. Implementation Process

Appendix - Framework for Success

Voices of our Community

The Board of School Trustees for School District No. 43 (Coquitlam) takes pride in the district's mission statement "To ensure quality learning opportunities for all students of all ages."

Recognizing that no one educational model fits all, providing quality learning opportunities must recognize our district's diverse student needs. The Aboriginal Education Enhancement Agreement is an important step towards ensuring the success of our Aboriginal students.

In order to achieve success, Aboriginal students, their families, and supporters must feel that education is an important and relevant part of their lives. By creating an educational environment that honours their history and culture, not only will it help Aboriginal students to succeed, but all students can benefit by sharing in this rich heritage.

Your Board of School Trustees is a proud signatory of this agreement. Thank you to all involved in this important process. We are committed to continue this collaborative journey to ensure student success for each and every one of our Aboriginal students.

Melissa Hyndes
Chair, Board of School Trustees
School District No. 43 (Coquitlam

SCHOOL DISTRICT 43

School District No. 43 (Coquitlam) is proud to sign its first Aboriginal Education Enhancement Agreement. This Agreement will help ensure that we create a community of students, staff, parents and partners who respect and value Aboriginal culture and knowledge and work together to ensure the success of all Aboriginal students.

Our Aboriginal Education Enhancement Agreement was developed by the local Aboriginal community and various partners. It is tailor-made to address local factors, with the goal of success for each and every Aboriginal student. The signing of this Agreement is a critical step in ensuring a commitment to improve Aboriginal student achievement.

Gratitude is extended to everyone involved in creating this Agreement. We look forward to ongoing collaborative partnerships that will involve shared decision-making and clear strategies to meet both the academic and cultural goals of our Aboriginal students.

Laureen Doerksen
Superintendent of Schools
School District No. 43 (Coquitlam)

I. PREAMBLE

School District No. 43 is the core territory for the Kwikwetlem First Nation people and lies within the shared traditional territories of the Tsleil-Waututh, Katzie, Musqueam, Squamish and Sto:lo Nations. The school district serves the communities of Anmore, Belcarra, Coquitlam, Port Coquitlam and Port Moody. Three percent of the approximately 30,000 students enrolled in district schools are Aboriginal. Of the 58% of students who reported their background, the majority of our urban population are Métis, Cree and Coast Salish.

Aboriginal staff members make daily school visits to support students and teachers with academic and cultural activities. As well as a strong focus on academic achievement and cultural enhancement, students' safety and sense of belonging remains a priority of the Aboriginal Education Program.

An Aboriginal Education Advisory Committee was struck in 1994. It is representative of the diversity of Aboriginal peoples residing in the district and of school district partners. The goals of the Aboriginal Education Enhancement Agreement reflect the voice of all the Aboriginal communities served by School District No. 43. All district partner groups were consulted in the development of the Aboriginal Education Enhancement Agreement - Aboriginal parents and elders, current and former Aboriginal student representatives, Aboriginal Parent Focus Group members, Aboriginal Education Advisory Committee, Aboriginal Education Department Youth Workers and Support Workers, Kwikwetlem First Nations, Coquitlam Teachers' Association, Coquitlam Principals' and Vice Principals' Association and District Parent Advisory Council. The Aboriginal Education Enhancement Agreement has a unique focus and identity, while being respectful and mindful of other district directions and priorities.

II. INTRODUCTION

The Aboriginal Education Program provides a wide array of resources and opportunities to enhance the learning environment for all Aboriginal learners - First Nations status, non-status, Inuit and Métis. Schools provide the daily structures and supports. Working with Aboriginal families, and the Aboriginal community at large, classroom teachers respond to the unique educational needs of their Aboriginal students. The responsibility for Aboriginal student success belongs to everyone and this is a common theme of the Agreement.

The Aboriginal Education Enhancement Agreement focuses on the academic, emotional, physical and cultural growth of all Aboriginal students and raises the profile of Aboriginal learners. It is a means to an end, and that end is improved outcomes for Aboriginal students. It signifies the collective responsibility of School District No. 43, and all Aboriginal communities served by the district, for the success of Aboriginal students. Although the Aboriginal Education Department has taken the lead in working with the community, while developing the Aboriginal Education Enhancement Agreement, the daily experiences in schools will make it a living document that truly changes the reality of Aboriginal learners. All students, Aboriginal and non-Aboriginal, will develop greater knowledge and respect for Aboriginal traditions, challenges and potential.

The Aboriginal Education Enhancement Agreement has been informed and directed by a respectful, reflective, and open process of inquiry and relationship-building. All contributions from both Aboriginal and non-Aboriginal participants have been valued, in a process led by the Aboriginal heart and mind and enhanced by input from the extended learning community.

SCHOOL DISTRICT NO. 43 ABORIGINAL EDUCATION ADVISORY COMMITTEE

• Liz Thompson	School District No. 43
• Margaret Mary Deck	School District No. 43
• Kathy Hayward	Aboriginal Parent
• Lorraine Richard	Aboriginal Parent Focus Group
• Joe Desjarlais	Métis Parent
• Maurice Nahanee	Elder and Kwikwetlem First Nations
• Brenda Walker	Principals' & Vice-Principals' Association
• Shelley Law	Coquitlam Teachers' Association
• Sabrina Cicansky	Canadian Union of Public Employees, Local 561
• Dave Allan	District Parent Advisory Council, Past
• Richard Stewart	District Parent Advisory Council, Current

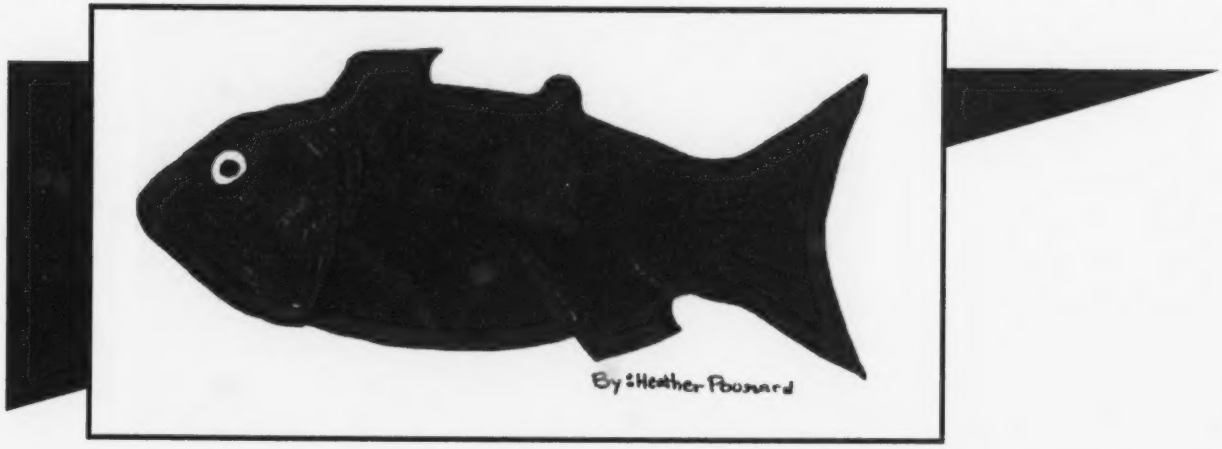
DOCUMENT REVIEW COMMITTEE

• All Aboriginal Education Advisory Committee Members	
• Carole Pierce	Grandparent & Elder
• Angela Bell	Coquitlam Aboriginal Education Department Support Worker
• Jean Fraser	Coquitlam Principals' & Vice-Principals' Association
• Charlie King	Coquitlam Teachers' Association
• Linda Reimer	District Parent Advisory Council
• Kendy Saski-Ross	Ministry of Children and Families: Aboriginal Team
• Judeth Clark	District Writing Partner - CPVPA

III. PURPOSE

The purpose of the Aboriginal Education Enhancement Agreement is to:

- Create a climate in which Aboriginal students feel welcome and safe;
- Honour and support the diverse histories and cultures of Aboriginal people;
- Provide opportunities for all students to increase their level of awareness, appreciation and understanding of Aboriginal cultures;
- Enhance the education of Aboriginal learners—improving levels of success in all areas for all Aboriginal students in School District No. 43;
- Ensure the collection of reliable data to provide evidence of student success; and,
- Improve Aboriginal parent access to, and comfort level within, district schools.



V. PERFORMANCE GOALS AND INDICATORS

The performance areas that have been selected for enhancement are those where there is assurance that the data can be:

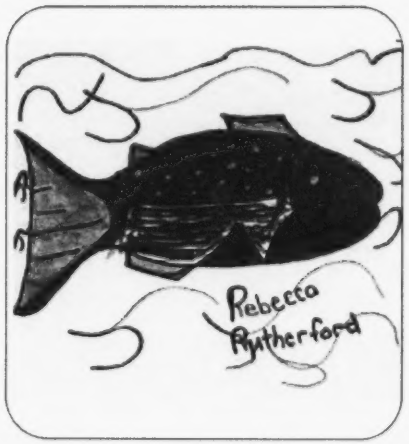
- Used to inform the goals identified through engagement with Aboriginal community groups;
- Obtained over time from a variety of sources which include anecdotal, observation, self-evaluation, school and district assessments, and provincial assessments;
- Considered to be an accurate reflection of students' strengths and areas needing further growth; and,
- Tracked over time.

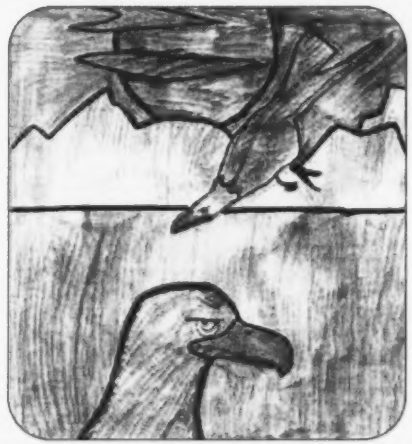
"Aboriginal adults should know that our children are a gift after all that we have lived through for two centuries and they are the promise of our future hope."

The Rev. Dr. Martin Brokenleg, OSBCn
Native Ministries Programme
Vancouver School of Theology

IV. GUIDING PRINCIPLES

- Students are supported to feel comfortable and confident in expressing their uniqueness in a positive manner;
- All interactions are conducted in the spirit of mutual respect;
- The District's commitment and responsibility for educating Aboriginal students is recognized and embraced by the Aboriginal community and the educational community at large;
- As we learn from our efforts, and are informed by meaningful data that is gathered on a continuous basis, new initiatives will emerge;
- The Aboriginal Education Enhancement Agreement is not fixed in time, but rather a living, evolving process for Aboriginal success; and,
- The Aboriginal Education Enhancement Agreement goals will be considered in all School District No. 43 educational planning processes.





Goal One INCREASE KNOWLEDGE AND RESPECT FOR ABORIGINAL CULTURE AND HISTORY FOR ALL STUDENTS

RATIONALE:

School District No. 43 is an urban community with a diverse Aboriginal population. This goal reflects our commitment to review, revise and build on the existing strategies and structures that honour and support the histories, cultures and traditions of the Aboriginal peoples that are represented in School District No. 43.

PERFORMANCE INDICATORS

- Students participating in culturally-relevant activities
- Middle and secondary students reporting increased knowledge of Aboriginal culture and history

Percentage of students participating in cultural activities									
	07/08	08/09		09/10		10/11		11/12	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary	Baseline								
Middle	Baseline								
Secondary	Baseline								
Total	Baseline								

Percentage of middle and secondary students reporting increased knowledge of Aboriginal culture and history									
	07/08	08/09		09/10		10/11		11/12	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual
Middle	Baseline								
Secondary	Baseline								
Total	Baseline								

Percentage of Aboriginal students missing 20+ days of school (K-8)											
	06/07	07/08		08/09		09/10		10/11		11/12	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary	Baseline										
Middle	Baseline										
Total	Baseline										

Percentage of out-of-school suspensions for Aboriginal students												
	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary	4%											
Middle	6%											
Secondary	5%											
Total	5%											

Percentage of Aboriginal students enrolled in district Alternative Behaviour program											
	06/07	07/08		08/09		09/10		10/11		11/12	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary	12.5%										
Middle	12.5%										
Secondary	15.5%										

YEAR ONE

- Establish Baseline data where needed.

YEARS TWO - FIVE

- Baseline data will be used to inform decision-making and monitor steady improvement of identified targets each year.

Goal Two INCREASE THE NUMBER OF ABORIGINAL STUDENTS REPORTING FEELINGS OF SAFETY AND A SENSE OF BELONGING

RATIONALE:

A majority of Aboriginal students and parents in School District No. 43 identify students' feelings of safety and a sense of belonging as a high priority for the Aboriginal Education Enhancement Agreement. Aboriginal students are over-represented in the areas of out-of-school suspensions and alternate behaviour programs. We are committed to creating an environment that is caring, welcoming and supportive of all students.

PERFORMANCE INDICATORS

- Aboriginal students reporting that they feel safe at school;
- Aboriginal secondary students reporting positive feelings about their school experience;
- Aboriginal students missing 20+ days of school (K-8);
- Out-of-school suspension rates for Aboriginal students; and,
- Number of Aboriginal students in district alternate behaviour programs.

Percentage of Aboriginal students reporting they feel safe all of the time or sometimes at school, as indicated in the Ministry Satisfaction Surveys

	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Grade 4	96%											
N =	141											
Grade 7	82%											
N =	141											
Total Responses	282											

Percentage of Aboriginal secondary students reporting positive feelings about their school experience, as indicated in a district student survey

	07/08	08/09		09/10		10/11		11/12	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual
Total responses	Baseline								

YEAR ONE

- Establish baseline data through locally-developed surveys re:
  - Percentage of student involvement in cultural activities; and,
  - Percentage of middle and secondary students reporting increased knowledge of Aboriginal culture and history.

YEARS TWO - FIVE

- Baseline data will be used to set reasonable targets for years two through five.

"Success for Aboriginal students means first feeling good about themselves and being allowed to contribute in many different ways."

Mary Kennedy,
Aboriginal Kindergarten Teacher

YEAR ONE

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YEARS TWO - FIVE

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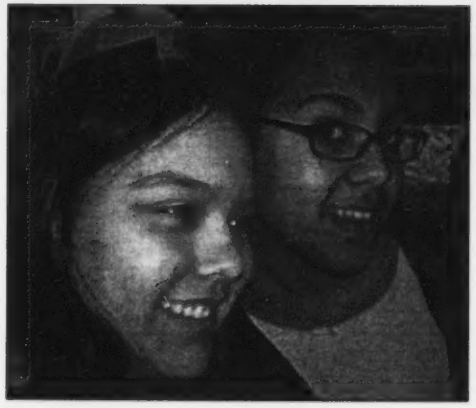

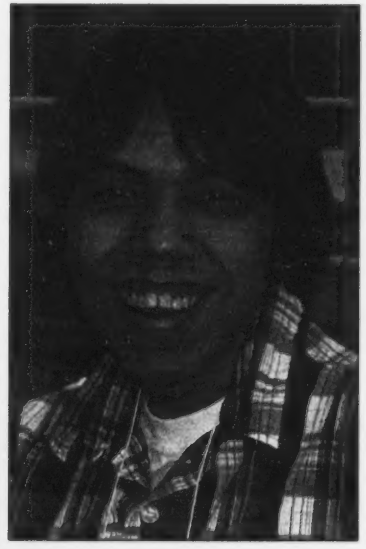

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PERFORMANCE INDICATORS

- Aboriginal students reporting that they feel safe at school;
- Aboriginal secondary students reporting positive feelings about their school experience;
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- Out-of-school suspension rates for Aboriginal students; and,
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Percentage of Aboriginal students reporting they feel safe all of the time or sometimes at school, as indicated in the Ministry Satisfaction Surveys												
	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Grade 4	96%											
N =	141											
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Total Responses	282											

Percentage of Aboriginal secondary students reporting positive feelings about their school experience, as indicated in a district student survey									
	07/08	08/09		09/10		10/11		11/12	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual
Total responses	Baseline								

Percentage of Aboriginal students missing 20+ days of school (K-8)											
	06/07	07/08		08/09		09/10		10/11		11/12	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary	Baseline										
Middle	Baseline										
Total	Baseline										

Percentage of out-of-school suspensions for Aboriginal students												
	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
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Percentage of Aboriginal students enrolled in district Alternative Behaviour program											
	06/07	07/08		08/09		09/10		10/11		11/12	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary	12.5%										
Middle	12.5%										
Secondary	15.5%										

YEAR ONE

- Establish Baseline data where needed.

YEARS TWO - FIVE

- Baseline data will be used to inform decision-making and monitor steady improvement of identified targets each year.

Goal Three

IMPROVE ABORIGINAL STUDENTS' ACHIEVEMENT

RATIONALE:

Improving achievement levels for Aboriginal students is a district priority. We are committed to meeting the learning needs of the students, through a focus on best teaching practices in literacy and numeracy.

PERFORMANCE INDICATORS

- Early Literacy Development
  – District kindergarten classroom assessment
- Early Primary Language Development
  – District language screening – Grade 2
- Numeracy
  – Grades 5 and 8 problem-solving skills
    - Classroom Assessment Based on Teacher Judgment (BC Performance Standards)
- Literacy
  – Grade 3 reading
    - Classroom Assessment Based on Teacher Judgment (BC Performance Standards)

TARGETS

(n* = the subgroup of students who self identify as having Aboriginal ancestry and whose classes were involved in district data collection)

Aboriginal Kindergarten students' assessment results - Early Literacy Skills: 1 = Least; 4 = Most												
	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Early Literacy:												
Level 4	11%											
Level 3	42%											
Level 2	23%											
Level 1	25%											
n* =	53											

Percentage of Aboriginal students in grade 2, *meeting or exceeding expectations* in the area of Early Primary Language Development - Language Screening												
	04/05	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	80%	71%	73%										
n* =	81	78	69										

Percentage of Aboriginal students in grades 5 and 8, *meeting or exceeding expectations* in the areas of Numeracy - Problem Solving Skills												
	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Grade 5	88%											
n* =	59											
Grade 8	66%											
n* =	48											

Percentage of Aboriginal students in grade 3, *meeting or exceeding expectations* in the area of Literacy - Reading												
	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
	80%		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Grade 3	80%											
n* =	69											

YEARS ONE - FIVE

- Baseline data will be reviewed annually and used to set reasonable yearly targets.

"Success is the understanding in keeping one's spirit alive and well. Following the path of their Dreams, for each Dream that is, will be. In that if one follows the teaching of the Elders, the Circle will withstand all that crosses one's path. Our Children are the Keepers of our stories, our Lives and Dreams . . ."

Dawn Brown

Goal Four — IMPROVE GRADE-TO-GRADE TRANSITION RATE AND SIX-YEAR DOGWOOD COMPLETION RATE

RATIONALE:

Although Grade-to-Grade Transition and Six-Year Dogwood Completion Rates are improving for Aboriginal students, strategies to further improve these rates are a priority. Our commitment is to ensure that Aboriginal students successfully transition from grade to grade and are well prepared to pursue their personal career and academic goals.

PERFORMANCE INDICATORS

- Grade-to-Grade Transition Rate
- Six-Year Dogwood Completion Rate
- Attendance records of Aboriginal students in kindergarten through Grade 8
- Aboriginal students' out-of-school suspension data
- Number of Aboriginal students in alternate behaviour programs

Grade-to-Grade Transition Rates for Aboriginal Students						
School Year	**6 to *higher***	**7 to *higher***	**8 to *higher***	**9 to *higher***	**10 to *higher***	**11 to *higher***
2004/2005	95%	99%	94%	94%	84%	63%
2005/2006	94%	97%	97%	95%	82%	84%
2006/2007						
2007/2008						
2008/2009						
2009/2010						
2010/2011						

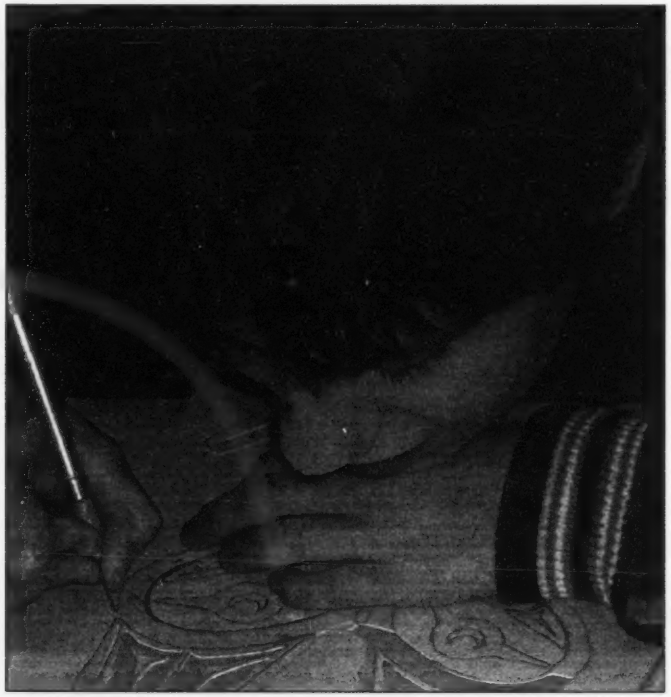
***Six-Year Dogwood Completion Rates* for Aboriginal Students**												
04/05	05/06	06/07	07/08		08/09		09/10		10/11		11/12	
Actual	Actual	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
63%	62%											

"I hope that the schools find a good way to access parents and students in their district and inspire them to move strongly with a resolve to increase the percentage of graduates from grade 12."

Roy H. Vickers OBC
Hazelton, BC

VI. IMPLEMENTATION PROCESS

- As part of the implementation process, realistic annual improvement targets will be set based on consideration of current data and discussions with Aboriginal parents, schools and the Aboriginal Education Advisory Committee.
- A Framework for Success will be developed and reviewed annually to determine effective strategies and structures to support the Aboriginal Education Enhancement Agreement (see Appendix);
- Through the Annual Review and Reporting process, targets for the upcoming year will be identified;
- The Aboriginal Education Enhancement Agreement goals will be considered in all School District No. 43 educational planning processes.



Success for Aboriginal students in School District 43 is to remember that education is a tool.

If I see it being used over time I may forget.

I hear, I may remember and, if I do, I will understand.

Then, when I understand, I will be able to move forward.

Our brain is a powerful tool and needs to be used in a good way.

It is OK to make mistakes and we can learn from those mistakes to teach others.

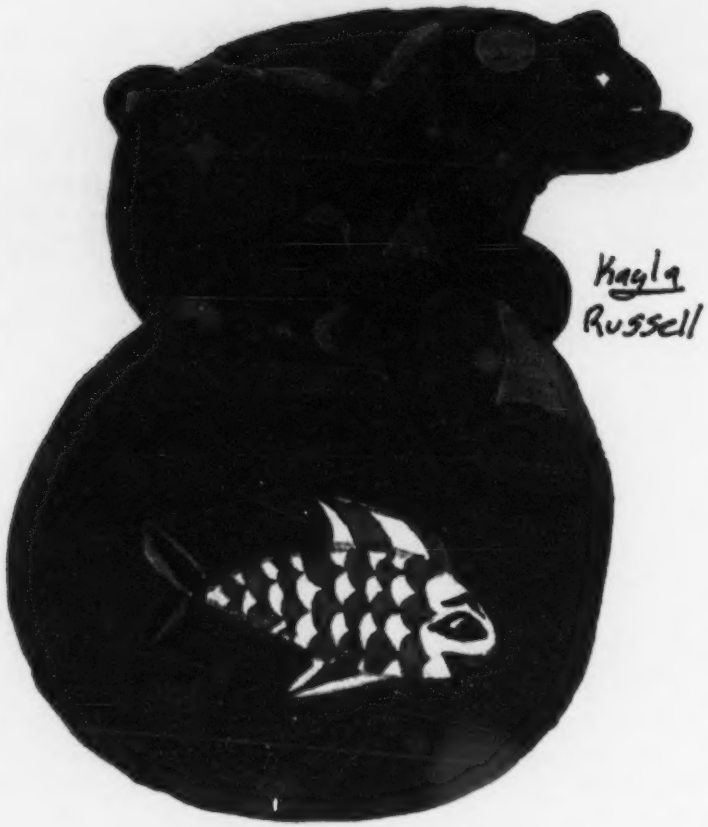
Xwalactun (Rick Harry)

APPENDIX

Framework for Success

The following strategies and structures support the goals of the Aboriginal Education Enhancement Agreement. The Framework for Success will be reviewed and revised annually. New initiatives will emerge and current strategies and structures will evolve. These will provide the *Framework for Success* for the Aboriginal students in School District No. 43.

CURRENT	DEVELOPING
• Aboriginal Education Advisory Committee • Artists in Residence Program • Parent Focus Group • Aboriginal Coordinator's membership - Fraser Valley Siya:ye Yoyes Committee • Aboriginal Full-Day Kindergarten Program • Aboriginal Support Workers - district-wide role/school caseloads • Aboriginal Youth Leadership Conference • Evening tutoring program open to all Aboriginal students • Fast track psych-ed testing and speech-language assessments • District Literacy Support Teacher model • Lending library - Elementary Aboriginal Education book bin kits, Aboriginal Novel kits, Button Blanket Math Kit • T & E (Teaching and Evaluation Center – Aboriginal focus in Fast ForWord program) • Parent Focus Group annual cultural celebration in June - (The Gathering) • Unveiling ceremonies–formal unveiling of Aboriginal art • First Nations 12 course - online • Distribute Aboriginal art work for display in district schools – to increase Aboriginal presence • *Talking Stick* (Newsletter for Aboriginal families) • *District-Wide Invitation for Proposals* for Aboriginal-focused initiatives • Grade 2 Language screening • Home visits - Aboriginal Youth Workers	• District Transition Coordinator post-secondary career opportunities – Aboriginal focus • District Satisfaction Survey Data (safety) • Increase work-experience opportunities for Aboriginal students (transitions portfolio) • Student Satisfaction survey for Secondary Aboriginal students • Evaluation forms for field trips and presenters (teacher feedback) • Formalize coordination with Staff Development Department regarding numeracy and literacy initiatives • Leadership opportunities for students e.g. tutoring, mentoring, event assistance • Satisfaction survey results from cultural presentations • Aboriginal student tracking (BCeSIS – e.g. attendance, achievement) • Expand Aboriginal recognition – e.g. award ceremony, graduation scarves • Improve website and access to Aboriginal program information • Intensive Case Management (K-10 focus) • Professional development opportunities for staff of Kwitwetlem • *Aboriginal Education Enhancement Agreement* - implementation First Nations



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